

APPENDIX A

Alabama Pre-Kindergarten Program Time Line

STATUS	TASK	APPENDIX	DATE	SUBMISSION
	Time Line for OSR First Class Sites	A		
	Parent Contracts Signed	B	September 1	On-Site; Mailed
	Pre-K Code of Student Behavior – Notice of Receipt	C	September 1	On-Site
	Eligibility for TANF Services Form	D	September 1	On-Line; Mailed
	Standardized Site Budget Form	E	September 1	On-Line
	Site Demographic Information Form	F	September 1	On-Line
	Teacher Demographic Information Form	G	September 1	On-Line
	Accreditation Documentation		September 1	On-Line
	Child Demographic Form	K	September 1; update as Needed	On-Line
	Supply Purchase List	L	Ongoing (as needed)	On-Site
	Physical Examination Form	M	September 1	On-Line; Mailed
	Ages and Stages Questionnaires	JJ	September 30	On-Site
	Pre-LELAs	NN	September 30	Mailed
	Parent Orientation Verification Form	H	October 1	On-Site
	Parent Orientation Sign-In Sheet	I	October 1	On-Site
	Official Transcripts		October 1	Mailed
	Planned Parent Activities for the Year		October 1	On-Site
	Copies of Staff Background Checks- Lead, Auxiliary, Substitutes		October 1	Mailed
	Task Force Meeting Verification	EE	October 1	On-Site
	Task Force Sign-In Sheet	FF	October 1	On-Site
	Child Wait List	J	On-going	On-Site
	Annual Student Health Screening Record	N	December 1	On-Line; Mailed
	Mid-Year Teacher Training Verification Form	O	December	On-Site
	Parent Conference Verification	P	December & May	On-Site
	Parent/Family Enrichment Verification	Q		

	Parent/Family Enrichment Sign-In Sheet	R	December & May	On-Site
	Individual Parent Volunteer Hour Log	S	December & May	On-Site
	OSR Equipment Inventory	T	December & May	On-Site
	Compilation of Parent Enrichment/Volunteer Hours	LL	December & May	On-Site
	Alabama Approved Early Childhood Curriculum List	U		
	Required Equipment, Materials, & Supplies	V		
	Waiver Request Form	W	Sept. 30 & As Needed	Mailed; Faxed
	OSR Teacher Salary Scale	X		
	Alabama State Department of Ed. Teacher Salary Scale	Y		
	Parent Survey	GG	April 30	Mailed
	Teacher Survey	HH	April 30	Mailed
	Director Survey	II	April 30	Mailed
	Post LELAs	NN	April 30	Mailed
	New Student Checklist	KK	As Needed	On-Line; On-Site; Mailed
	End-of-Year Teacher Training Verification Form	Z	June 15	On-Line
	End-of-Year Report	AA	June 15	On-Line
	Sliding Scale Fee for Parents	BB		
	Suggested Parent Enrichment Workshops	CC		
	Suggested Topics to Cover During Parent Orientation	DD		
	Alabama's Mandatory Child Abuse & Neglect Reporting Law	MM		
	Referral for Evaluation Form	OO		

APPENDIX B
Alabama Pre-Kindergarten Program
Parent Contract

Name of Program: _____ County: _____

The intent is for your child to gain the greatest possible benefits from this preschool experience. As space is limited, selection to the program is a privilege that requires parental responsibilities. Each parent is asked to carefully consider the following requirements for participating in the program. Your signature will acknowledge that you understand and agree to abide by these guidelines.

I agree to:

1. Attend an orientation session at the beginning of the school year.
2. Attend one scheduled parent conference each semester resulting in two conferences per school year.
3. Meet with my child's teacher in my home if requested to do so.
4. Attend a total of 12 hours of parent participation (6 hrs. family enrichment workshops; 6 hours of parent involvement) per school year.
5. Have my child at school by _____ a.m. (Children will not be admitted into the building before _____ a.m.)
6. Pick up my child at _____ p.m. (Children must be picked up no later than _____ p.m.)
7. Send a written excuse to my child's teacher for every absence.
8. Work cooperatively with my child's teacher by agreeing to follow the Discipline Policy.
9. Assume responsibility for my child's conduct.
10. Submit all appropriate forms and documentation to site location by given deadlines.
11. Give permission to the Alabama Office of School Readiness (OSR) to track the academic performance of my child for the next four years (pre-k through third grade).
12. Give permission to the Alabama Office of School Readiness to photograph my child engaged in instructional activity and to use my child's demographic information for OSR reports and publications (**no** identifiable information will be directly associated with your child).

I understand that failure to comply with any of these guidelines will result in my child's dismissal from the Pre-Kindergarten Program.

Child's Name

Parent's Signature

Date

APPENDIX C

Alabama Pre-Kindergarten Program
Pre-K Code of Student Behavior- Notice of Receipt

County: _____

To be signed and immediately returned to school

I, _____, have a child enrolled in the OSR Pre-K program at
Parent/Guardian

_____. I/we acknowledge by my/our signatures that
Name of Pre-K Site

I/we received, read or had read to me/us section 3.3 of the *Operating Guidelines for Pre-Kindergarten Programs* which is the Pre-K Code of Student Behavior. We understand that these procedures apply to **all** students and parents in the OSR Pre-K program and at activities and events sponsored or supervised by OSR Pre-K program staff.

Note: *If the child lives with both parents or guardians, both are to sign the statement. If the child lives with only one parent, only one signature is required.*

(Signed) _____ Date _____
Parent/Guardian

_____ Date _____
Parent/Guardian

_____ Date _____
Child's Na

APPENDIX D
Alabama Pre-Kindergarten Program
Eligibility for TANF Services

Name of Program: _____

Child's Name _____ County _____

Name _____ Parent's SSN _____

Street _____ Phone # _____

City _____ State _____ Zip Code _____

Are you a parent of a child under 19? Yes No

Do you have any related children under 19 living with you? Yes No

Answer yes or no to each of the following questions.

1. Do you receive Family Assistance benefits from the Department of Human Resources? Yes No
2. Do you receive Food Stamp benefits? Yes No
3. Do you or your children receive Medicaid benefits or All Kids? Yes No
4. Does your child(ren), under age 19, living with you, participate in the reduced or free lunch program at school? Yes No
5. Do you receive help with the cost of childcare for your child(ren) through the Childcare Management Agency or JOBS? Yes No
6. Does your child(ren) attend Head Start? Yes No
7. Do you or your child(ren) receive WIC? Yes No

If the answer is yes to any of the above questions (1-7), your family is eligible for TANF services. Please circle the correct family size and annual income on the chart below. This information will be used to determine the amount of funds the state will contribute for your child to receive high quality pre-k. Your child cannot receive state support **without** this information.

Family Size	100% of Poverty	200% of Poverty	300% of Poverty	400% of Poverty
1	\$10,400	\$20,800	\$31,200	\$41,600
2	\$14,000	\$28,000	\$42,000	\$56,000
3	\$17,600	\$35,200	\$52,800	\$70,400
4	\$21,200	\$42,400	\$63,600	\$84,800
5	\$24,800	\$49,600	\$74,400	\$99,200
6	\$28,400	\$56,800	\$85,200	\$113,600
7	\$32,000	\$64,000	\$96,000	\$128,000
8	\$35,600	\$71,200	\$106,800	\$142,400

AFFIRMATION: I certify under penalty of perjury that the information given above, including family size and gross income, is correct and true to the best of my knowledge.

Client Signature _____ Date _____

Witness if Signed by X _____ Date _____

APPENDIX E
Alabama Pre-Kindergarten Program
Standardized Site Budget Form

Date _____			
Name of Program: _____		County: _____	
<i>Budget Category</i>	1ST Class Allotment (Approved)	In-Kind/Match	Total
Personnel Lead Teacher Auxiliary Teacher Administrator Substitutes			
Fringe Benefits			
Travel <i>(includes lodging)</i>			
Training			
Postage			
Administrative Supplies <i>(no more than 6% of budget)</i>			
Classroom Equipment <i>(see appendix V of Operating Guidelines)</i>			
Field Trips			
Instructional Materials			
Parent Program/Involvement			
Janitorial & Health Supplies			
Classroom Maintenance			
Safety Enhancement			
Health Services			
Food			
Special Education Services			
Computer Support			
Utilities			
Transportation			
Playground Equipment			
Advertising			
Insurance			
Other Background checks Auditing Accounting			

APPENDIX F
Alabama Pre-Kindergarten Program
Site Demographic Information Form

Name of Program:	
County:	
Type of Site (circle one)	Head Start Private Child Care College/University Public School Faith Based Community (i.e. housing authority)
Physical Address:	
Fiscal Address: (mail check to)	
Name of Contact Person 1: Title of Contact Person: Phone Number: Email: Fax:	
Name of Contact Person 2: Title of Contact Person: Phone Number: Email: Fax:	
Number of Years in Operation: (as 1st Class Classroom)	
Start Up Date:	
Child Selection Procedure Utilized:	
Amt. Parent Fees Charged:	
Hours of Operation: (a.m. - p.m.)	
NAME of Lead Teacher: Credentials: (attach documentation)	
NAME of Auxiliary Teacher: Credentials: (attach documentation)	
Selected Curriculum:	
Accreditation Status:	
Ending Date for Year:	

APPENDIX G
Alabama Pre-Kindergarten Program
Teacher Demographic Information Form

Name of Program: _____ County: _____

Contact Person: _____ Telephone Number: _____

Lead Teacher: _____

Name of Degree (attach documentation) _____

Date of Employment with Site: _____

Date of Employment with OSR Pre-K Program: _____

Years in teaching profession _____

Years teaching pre-kindergarten in professional career: _____

Date of termination from OSR Pre-K Program: _____

Reason for termination:

Assistant Teacher: _____

Name of Degree (attach documentation) _____

Date of Employment with Site: _____

Date of Employment with OSR Pre-K Program: _____

Years in teaching profession _____

Years teaching pre-kindergarten in professional career: _____

Date of termination from OSR Pre-K Program: _____

Reason for termination:

Substitute Teacher: _____

Name of Degree (attach documentation) _____

Date of Employment with Site: _____

Date of Employment with OSR Pre-K Program: _____

Years in teaching profession _____

Years teaching pre-kindergarten in professional career: _____

Date of termination from OSR Pre-K Program: _____

Reason for termination:

APPENDIX H
Alabama Pre-Kindergarten Program
Parent Orientation Verification

Program Name: _____ County: _____
Contact Person: _____
Telephone Number: _____

Date of Orientation: _____ Number in Attendance: _____

Brief Summary of Orientation:

- Attach copy of orientation agenda
- Attach copy of orientation sign-in sheet

CHILD'S NAME	WITHDRAWAL DATE	DISMISSAL DATE	REASON FOR WITHDRAWAL/DISSMISSAL

Explain any child disabilities noted on previous page:

Child's Name	Type Of Suspected-Diagnosed Disability/Delay/Medical Condition	Type of Services Child Currently Receives

Types of Disabilities/Delays/Medical Conditions Might Include:

Health Impairment
 Emotional/Behavior Disorder
 Speech/Language Disorder
 Mental Retardation
 Hearing Impairment
 Orthopedic Impairment

Visual Impairment
 Learning Disability
 Autism
 Traumatic Brain Injury
 Developmental Delay

APPENDIX M
Alabama Pre-Kindergarten Program
Child Physical Examination Form

Name of Program: _____	County: _____
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To be completed by child's health care provider prior to enrollment

Name _____ Birth Date _____

Date _____ HT _____ = _____ % WT _____ = _____ % BP _____

Eyes _____ Ears _____

Nose/Throat _____ Teeth _____

Heart _____ Circulation _____

Lungs _____

Skin _____ Nutrition _____

Special Conditions:

Allergies _____

Daily Medications _____

Other _____

PLEASE PRINT LEGIBLY

Examined By: _____ Phone Number: _____

Signature

Date

Complete Mailing Address: _____

Parent's Signature: _____

Date: _____

APPENDIX N
Alabama Pre-Kindergarten Program
STUDENT HEALTH SCREENING RECORD

To be completed by child's physician, nurse, or community resource provider (NOT Pre-K teacher or director)

Name of Program: _____ County: _____

Name _____ D.O.B. ____/____/____
 Last First Middle

Name of Health Insurance _____ Insurance # _____ Child's Soc. Sec.# _____

Temp _____ Pulse _____ Respiration _____ **P = Passed F = Failed * = See Note**

VISION	HEARING	DENTAL	HEIGHT/WEIGHT
Date _____ Circle one: (left eye) P F Signature _____ _____ Date _____ Circle one: (right eye) P F Signature _____ Print: _____	Date _____ Circle one: (left ear) P F Signature _____ _____ Date _____ Circle one: (right ear) P F Signature _____ Print: _____	Date _____ Comments: _____ _____ _____ Signature _____ Print: _____	Date _____ Inches _____ Pounds _____ Comments: _____ _____ Signature _____ Print: _____
Comments: Correction Obtained: Date _____ Correction Obtained: Date _____ Signature _____ Print: _____	Comments: Correction Obtained: Date _____ Correction Obtained: Date _____ Signature _____ Print: _____	Additional Notes _____ _____ _____ _____	Additional Notes _____ _____ _____ _____

Parent's Signature: _____ Date: _____

APPENDIX P

Alabama Pre-Kindergarten Program
Parent Conference Verification

Program Name: _____ County: _____
Contact Person: _____
Telephone Number: _____

Mid-Year Parent Conference (held before December 31st)

Child's Name: _____ Date of Parent Conference: _____

Parent/Guardian Name: _____ Relationship to Child: _____

Parent/Guardian Name: _____ Relationship to Child: _____

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

End of Year Parent Conference (held before May 31st)

Child's Name: _____ Date of Parent Conference: _____

Parent/Guardian Name: _____ Relationship to Child: _____

Parent/Guardian Name: _____ Relationship to Child: _____

Parent/Guardian Signature: _____

Parent/Guardian Signature: _____

APPENDIX Q

Alabama Pre-Kindergarten Program
Parent/Family Enrichment Verification

Program Name: _____	County: _____
Contact Person: _____	
Telephone Number: _____	

Date of Enrichment/Workshop: _____ Number in Attendance: _____

Brief Summary of Enrichment/Workshop:

- Attach copy of workshop agenda
- Attach copy of workshop sign-in sheet

APPENDIX S

Alabama Pre-Kindergarten Program
Individual Parent/Family Volunteer Hour Log

Parent Name: _____	Child's Name: _____
Program Name: _____	County: _____
Contact Person: _____	Telephone Number: _____

<u>Date</u>	<u>Activity</u>	<u>Time In</u>	<u>Time Out</u>	<u>Total # Hours</u>	<u>Teacher Initials</u>

APPENDIX T
Alabama Pre-Kindergarten Program
EQUIPMENT INVENTORY

Program Name: _____
Contact Person: _____
Telephone: _____

County: _____
Operation Year: _____
Fax Number: _____

Note: All items over \$100.00 purchased with Office of School Readiness funds should be listed on this form.

Equipment	Quantity	Cost
Table		
Chairs		
Shelves		
Sand/Water Table		
Easel (Paint)		
Dramatic Play Set		
Dramatic Play Mirror		
Listening Center		
Big Book Easel		
Book Case		
Rug		
Computer		
Unit Blocks		
Trikes		
CD/Cassette Recorder		
Playground Equipment		
Cubbies		
Other		

APPENDIX U
Alabama Approved Early Childhood Curriculum List
 Comprehensive Curricula

Curriculum Name	Publisher	Vendor Name	Address	Phone Number	Email/Website
High Scope	High/Scope Educational Foundation	High/Scope Press	600 North River Street Yipsilanti, Michigan 48198-2898	1-734-485-2000	www.highscope.org
Creative Curriculum	Teaching Strategies	Teaching Strategies, Inc.	P.O. Box 42243 Washington, DC. 20015	1-800-637-3652	www.teachingStrategies.com
Montessori	No Publisher	Montessori Educators International, Inc.	Jane Dutcher 913 Cumberland Drive Louisville, TN 37777		
Opening the World of Learning (OWL)	Pearson Early Learning	Pearson Early Learning	145 S. Mt. Zion Rd. P.O. box 2500 Lebanon, IN 46052	1-800-552-2259	www.PearsonEarlyLearning.com
Houghton Mifflin Pre-K	Houghton Mifflin	Houghton Mifflin	300 S. Rodney Parham Rd. #265 Little Rock, AR 72205	1-800-733-2828	www.eduplace.com
High Reach – PASSPORTS		HighReach Learning	5275 Parkway Plaza Blvd. Charlotte, NC 28217-1967	1-800-729-9988	www.highreach.com
The Investigator Club	Robert-Leslie Publishing	Robert-Leslie Publishing	Sharon Jones 1007 Church St.; Suite 420 Evanston, Ill 60201	1-847-733-8100	www.robert-leslie.com ; www.investigatorclub.com Sharon.jones@robert-leslie.com
DLM Early Childhood Express	McGraw-Hill	Wright Group	220 E. Daniieldale Rd. Desota, TX 75115	1-800-684-2970	
Scholastic Early Childhood Curriculum	Scholastic Educational	Scholastic, Inc.	#10 Sechrest Circle Rogers, AR 72758	1-800-221-5312	www.scholastic.com

APPENDIX V
Alabama Pre-Kindergarten Program
Required Equipment, Materials & Supplies

Priority One: (must be included in all classrooms the first year of operation)

Blocks

- Unit Blocks (starter set)
- Variety of small blocks such as: legos, bristle, wood, cardboard bricks, building logs, Duplo, small wood, waffle and etc. (*Minimum of 4 sets*)
- Block play props such as: set of small vehicles, multi-cultural people figures, career people figures, traffic signs, animal figures, steering wheels and etc. (*Minimum of 8 sets*)

Math and Manipulatives

- Variety of puzzles; include puzzles with many different subjects and number of pieces, floor puzzles, 3-D puzzles and etc. (*Minimum of 12 puzzles*)
- Variety of manipulatives such as: gears, pattern blocks and cards, pegs and peg boards, shape, picture and letter templates, sorting sets, beads for stringing, counters (ex. Multi-colored-sized bears, unifix cubes, animals, shapes), 3-D letters and numbers (*Minimum of 10 sets*)

Science

- Thermometers
- Flashlight and small cotton sheet for shadow play
- Prisms (plastic)
- Unbreakable mirrors (small)
- Binoculars, telescope (inexpensive)
- Kaleidoscopes
- Modeling compounds
- Plastic tubs for soil, sand, and water experiments
- Maps and globes
- Sky and star maps
- Calendars
- Pulleys
- Wedges (such as plastic knives)
- Tunnels
- Items for sink/float, i.e. corks, marbles, rocks, sticks, wood scraps, styrofoam, small boats, plastic toys, ping pong balls
- Eye-droppers
- Color paddles
- Various types of scales
- Measuring cups and spoons, linear measuring devices
- Stop watch and kitchen timer
- Rocks and minerals--from local environment and beyond

- Nuts and bolts, screwdriver, screws, wrench, pliers, hammer, nails
- Natural collections (seasonal): leaves, seeds, acorns, pine cones
- Natural collections (non-seasonal): shells, feathers, nuts, sticks, spices
- Models of insects and animals
- Live plants
- Watering cans
- Plastic storage bags and see-through containers for observing insects and live specimens
- Magnifiers (variety of types)
- Magnets (variety of types)
- Drinking straws
- “Feely” bag or box (homemade or purchased)
- Small hand held tape recorder
- Batteries
- Small journals for recording data and observations
- Clipboards
- Plastic trays
- Puzzles, books, games related to science topics
- Tactile materials, stacking toys, parquetry blocks, magnetic play set, geoboards, balance scale, magnetic marbles and wand and etc.

Library/Reading

- Wide variety of children’s books; including rhyming alliteration, predictable, informational, classics, award winners, nursery rhymes, poetry (*Minimum of 36 books, either classroom or from a library*)
- Variety of big books (*Minimum of 6*)
- Class/child made books, photo books of class trips or events
- Pillows, rug, child-sized rocker or beanbag chairs for reading area
- Rhyming, alphabet, number puzzles, games and pictures

Dramatic Play

- Dramatic play kitchen set
- Dramatic play home props such as: dishes, pots and pans, eating and cooking utensils, food containers, plastic food sets, empty food containers, small appliances with cords cut, dress-up clothes, shoes, purses, hats, mirror, place mats, measuring cups, spoons, graduated size mixing bowls, glasses, broom, mop, vacuum cleaner, hair dryer, curling iron, note pads, writing instruments, books, magazines, telephone and telephone books
- Furniture for dolls

Art

- Variety of paint (tempers, finger, watercolor), crayons (“fat” and small), markers, colored pencils and other drawing/painting media
- Paper in a variety of sizes, shapes, weight, texture and colors
- Double easel

- Paint brushes, sponges, sponge brushes and other painting instruments
- Paint cups
- Art aprons
- Stencils
- Glue
- Play dough/clay
- Clay cutters and other clay play equipment
- Children’s scissors
- Variety of materials for children’s creating such as: sequins and spangles, paper shapes, yarn, string, ribbon, felt, paper and fabric scraps, wallpaper samples, wiggly eyes, lace, chenille strips, glitter, pom poms, staplers (*minimum of 3*) and hole punchers (*minimum of 3*)
- Variety of tape such as: masking, clear, colored and plastic
- Sidewalk chalk
- White and colored drawing chalk

Music and Listening

- Variety of music tapes/CDs for children (*minimum of 10*)
- Children’s musical instruments school-made or purchased (*set of 10*)

Writing

- Materials for writing centers/area such as: pencils, pens, markers, crayons, old computer keyboards, catalogs, office forms, “junk” mail, telephones, guest checks, receipt books, order forms, children’s name cards, variety of paper and any other items that entice children to “write”

Paper, notebooks, pads and writing instruments to be placed in all centers

Gross Motor

- Balls, streamers, parachute, riding toys, hoops, large balls/bats, short basketball goal, ring toss, folding tent, and wagons

*****Note: Always include upper and lower case in alphabet sets.**

Priority Two: May be added after priority one requirements are met

- Additional unit blocks
- Hollow blocks
- Additional block sets
- Large vehicles for block play
- Sand and water tables
- Sand and water play toys such as: buckets, cups, measuring cups, sifter, funnel, tubing, sponges, small cars, trucks, squeeze bottles, spray bottles, boats, dishwashing liquid, variety of molds including alphabet and numbers

- Variety of puppets
- Puppets stage
- Stuffed animals
- Flannel board materials
- Magnetic board and a variety of magnets
- Dry erase board and markers
- Additional dramatic play props
- Additional manipulatives
- Additional materials for creating in Art
- Drying rack
- Additional “found” materials
- Additional paint and play dough/clay colors
- Pipe works
- Child-sized sofa and chair
- Play house, farm, garage and etc.
- Tool box, tools, workbench, safety glasses
- Additional dolls and doll accessories
- Canister set
- Tablecloth
- Luggage
- Additional dress-up props
- Play mats such as: town, farm, zoo, etc.
- Additional colorful rugs
- Chart rack

APPENDIX W

Alabama Pre-Kindergarten Program
Waiver Request Form

Name of Program: _____ County: _____

Date: _____

Nature of Request (*select one*): (**Teacher Credential** or **Child Enrollment**)

Reasons for Request:

Plan of Action and Estimated Deadline by Which Grantee Will Reach Compliance:

Authorized Official

Date

APPENDIX X
Alabama Pre-Kindergarten Program

Teacher Salary Scale
(Non-Certified & Certified)

LEAD TEACHER:

	AA**	BS/BA	Certified
First Class Salaries	\$21,725	\$30,900	\$36,144

These are minimum starting salaries. Programs can adjust salaries based on additional sources of funding and years of experience.

Note: The salary for certified teachers is only required for teachers in **public schools**.

****:* A teacher with an AA/AS degree must be **PRE-APPROVED** by OSR prior to hiring.

AUXILIARY TEACHER:

	No CDA <i>(in process of obtaining)</i>	CDA/Required Coursework
First Class Salary	\$14,000 - \$16,000	\$17,679

Note: OSR only **requires** programs to pay the CDA salary for auxiliary teachers. If the auxiliary teacher has a higher credential, programs may *choose* to pay the recommended salary for that credential.

APPENDIX Y
Alabama Pre-Kindergarten Program
Alabama State Department of Education Teacher Salary Schedule

FY 2010 Foundation Program					
State Minimum Salary Schedule Classroom Teachers					
Public School Experience – 187 Day Contract					
Degree	Bachelor	Master	6-Year	Doctoral	Non-
	BS	MS	6Y	DO	ND
< 3 yrs	36,144	41,564	44,818	48,071	36,144
< 6 yrs	39,756	45,720	49,297	52,877	39,756
< 9 yrs	41,497	47,721	51,470	55,191	41,497
< 12 yrs	42,053	48,362	52,148	55,932	42,053
< 15 yrs	42,818	49,238	53,093	56,949	42,818
< 18 yrs	43,794	50,364	54,305	58,244	43,794
<21 yrs	44,360	51,012	55,005	58,999	44,360
24 yrs	44,926	51,666	55,708	59,752	44,926
< 27 yrs	45,461	52,201	56,245	60,288	45,461
27+ yrs	45,997	52,737	56,780	60,824	45,997

The anniversary date of experience shall be used to determine the appropriate step for experience.

An employee is entitled to pay for an advanced degree in the monthly pay period that begins after the State Superintendent recognizes the advanced degree. If the contract period has ended, the increase in pay will become effective with the first pay period of the next contract. The advanced degree must be earned from a regionally accredited institution.

APPENDIX AA
Alabama Pre-Kindergarten Program
End-of-Year Report

Name: _____ County: _____

General Program Operations

1. List the two greatest benefits of your program
2. List the two greatest challenges of your program

Services Information

As a Result of Your State Supported Classroom:

3. Describe any evidence of increased use of community services by the children and their families.
4. Describe evidence of child academic gains
5. Describe specific practices that you are using to increase the academic achievement of the children
6. Describe evidence of decreases in child problem behaviors
7. Describe evidence of improved child, family, and/or school outcomes

Instructional Services Curriculum

8. List the two greatest challenges of curriculum implementation
9. List the two easiest components of curriculum implementation

Professional Development

12. Describe evidence of increased teacher knowledge or skill
13. Describe evidence of improved child-teacher interactions, and classroom management
14. Describe evidence of child academic gains related to professional development

OSR Technical Assistance

15. List the two greatest benefits of OSR technical assistance
16. Describe additional assistance needed from your technical assistant
17. Give any additional comments that you have regarding your OSR technical assistant

Collaborative Task Force

19. List the greatest gains from your collaborative task force
20. List the greatest challenges for your collaborative task force
21. Indicate lessons learned while pulling together your collaborative task force
22. Describe the impact that your collaborative task force has had on the success of the pre-k program

Mentorship

23. List the programs that you have assisted in your county
24. Describe how you have assisted the above-mentioned programs
25. List the outcomes of your assistance

Attachments

Please mail any material to the Alabama Office of School Readiness that helps describe your program and documents your success, such as photographs, program data charts, news clippings, maps, videotapes, or website addresses. Also please send copies of any written evaluations that may have been completed for your program.

To be submitted on-line

APPENDIX BB

Alabama Pre-Kindergarten Program
Parent Fee Sliding Scale

Percent of Poverty

<i>Payment Component</i>	<i>0-100%</i>	<i>101-200%</i>	<i>201-300%</i>	<i>301-400%</i>	<i>>400%</i>
<i>Parent Portion</i>	\$40.00	\$40.00	\$100.00	\$200.00	\$300.00
<i>State Portion</i>	\$260.00	\$260.00	\$200.00	\$100.00	\$0
<i>Total Per Child</i>	\$300.00	\$300.00	\$300.00	\$300.00	\$300.00
<i>Income Range For Family of 4</i>	Up to \$20,000	\$20,000-\$40,000	\$40,001-\$60,000	\$60,001-\$80,000	Above \$80,000

APPENDIX CC
Alabama Pre-K Programs
Suggested Parent Enrichment Workshops

1. Career Opportunities for Parents
2. Dealing with Grief
3. Life Changes that Affect Children
4. Safety with Children
5. Early Intervention; Identifying Children with Special Needs
6. APT/Ready to Learn
7. Kindergarten Readiness
8. Child/Infant CPR
9. Early Literacy
10. Integrating Environmental Print
11. Family Support Services
12. Healthy Eating Habits
13. Child Health and Nutrition
14. Transitioning to Kindergarten
15. Fire Safety
16. Problem Solving
17. Building Healthy Family Relationships
18. Active Parenting
19. Physical Fitness for your Child
20. Characteristics of Four-Year-Olds; Knowledge of Child Growth & Development
21. Effective Discipline; Behavior Management
22. Building Your Child's Self-Esteem
23. Child Abuse
24. Parent Involvement
25. Setting Boundaries with Children
26. Cooking with Kids
27. Parent/Child Interaction
28. Child's Play; Learning Through Play
29. Techniques to Extend Conversation; The Importance of Daily Conversations & Reading
30. Preschool Curriculum
31. Motherread/Fatheread
32. Coping with the Stress of Being a Parent
33. How to Help Your Child Become Successful
34. Household Hazards
35. Germs & Hand washing
36. Educational Toys
37. Community Safety
38. Use of Community Resources
39. Extending Learning in the Home Environment; Quick and Easy Learning Activities for the Home
40. Budgeting/ Financial Planning
41. Early Intervention: Advocating for Your Child

APPENDIX DD
Alabama Pre-Kindergarten Program
Suggested Topics to Cover During Parent Orientation

1. State/local Guidelines for Program Operation
2. How to Complete Required Paperwork
3. Developmentally Appropriate Practice for 4-Year-Olds
4. Developmental Checklist
5. What Parents Should Expect from the Program
6. What Program Staff Will Expect from the Parents
7. Anticipated Outcomes of Participation in the Program
8. Upcoming Events and Deadlines

APPENDIX EE
Alabama Pre-Kindergarten Program
Task Force Meeting Verification

Program Name: _____	County: _____
Contact Person: _____	
Telephone Number: _____	

Date of Task Force Meeting: _____ Number in Attendance: _____

Brief Summary of Meeting:

- Attach copy of task force agenda
- Attach copy of task force sign-in sheet

APPENDIX GG
Alabama Pre-Kindergarten Program
Parent Survey

Today's Date: _____ County of Pre-K Program: _____

Name of Pre-K Program: _____

Please circle one number for each item below:

How would you rate your overall satisfaction with each of the following?

	Dissatisfied	Neutral	Satisfied	Very Satisfied
1. The OSR Pre-K Program	1	2	3	4
2. Teacher/Child Interactions	1	2	3	4
3. Parent/Teacher Interactions	1	2	3	4
4. Classroom Instruction and Management	1	2	3	4
5. Parent Enrichment Workshops	1	2	3	4

6. During the time your child has been in this Pre-K program, rate how much your child has improved in the following areas:

	Not At All	Somewhat	Significantly
a. Social Skills or Getting Along With Others	1	2	3
b. Independence or Doing Things for Self	1	2	3
c. Language (ex. letters, sounds)	1	2	3
d. Math (ex. numbers, shapes)	1	2	3
e. Creativity	1	2	3
f. Enthusiasm for Learning	1	2	3

Please take a moment to give some additional feedback about your experiences this year. By letting us know what we are doing well, as well as where we can improve, our programs can become more effective!

7. What do you appreciate MOST about this Pre-K program?

8. What recommendations for change would you make for this program?

Check the following:

	Unaccept- able	Needs Improve- ment	Satisfac- tory	Excellent
9. How well were you and your child treated by the staff?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. How do you rate your child's classroom? (e.g. appearance, equipment, materials, supplies)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. How well does the staff explain your child's performance and help you to understand his/her developmental progress?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX HH
Alabama Pre-Kindergarten Program
State Pre-K Teacher Survey

Today's Date: _____ County of Pre-K Program: _____

Name of Pre-K Program: _____

Please circle one number for each item below:

1. How would you rate professional development provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What would you change about professional development?

2. How would you rate technical assistance provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What changes do you recommend for OSR technical assistance?

3. How would you rate the Pre-K curricula approved by OSR (*i.e. Houghton Mifflin, OWL, Early Childhood Express*)?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

Explain: _____

4. How would you rate administrative assistance provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What changes would you recommend for OSR administrative assistance?

5. The Pre-K services that we provide, with financial assistance from OSR, impact the quality of other pre-k classrooms in our local facility (*if you are the only program in a facility, write "N/A"*).

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Explain: _____

6. The pre-approved Pre-K curriculum that I use in the classroom helps me improve the quality of my instruction and interactions that I have with the children.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Explain: _____

7. During the time that you have been employed as a teacher in the state Pre-K classroom, rate how much you have seen **an increase** in your personal skills below:

	None	A Little	A Significant Amount
a. Classroom Management	1	2	3
b. Teacher/Child Interactions	1	2	3
c. Parent/Teacher Interactions	1	2	3
d. Lead/Auxiliary Teacher Interactions	1	2	3
e. Intentional Instructional Planning	1	2	3
f. Knowledge of Developmentally Appropriate Practice	1	2	3

APPENDIX II
Alabama Pre-Kindergarten Program
State Pre-K Director Survey

Today's Date: _____ County of Pre-K Program: _____

Name of Pre-K Program: _____

Please circle one number for each item below:

1. How would you rate professional development provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What changes would you recommend for professional development?

2. How would you rate technical assistance provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What changes would you recommend for technical assistance?

3. How would you rate administrative assistance provided by OSR?

Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
1	2	3	4	5

What changes would you recommend for the OSR in providing administrative support?

4. The pre-k services that we provide, with financial assistance from OSR, impact the quality of other pre-k classrooms in our local facility (*if you are the only program in a facility, write "N/A"*).

Strongly Disagree	Dissatisfied	Neutral	Satisfied	Strongly Agree
1	2	3	4	5

How many **non-OSR** pre-k programs does your organization operate?

5. The pre-k classroom in our community is high in demand as indicated by waiting lists and/or parent attendance on enrollment day.

Strongly Disagree	Dissatisfied	Neutral	Satisfied	Strongly Agree
1	2	3	4	5

How many children are on your waiting lists (*after* First Class enrollment)?

6 The instruction of other teachers in our facility has changed as a result of watching and/or working with teachers in the state-funded classroom.

Strongly Disagree	Dissatisfied	Neutral	Satisfied	Strongly Agree
1	2	3	4	5

Explain how teachers work together in your facility:

7. Since we received the state Pre-K grant, we have opened additional Pre-K units that are funded by sources other than OSR.

Please circle one.

Yes or No

What is/are the source(s) of funding for the additional units?

Please take a moment to give some additional feedback about your experiences this year. By letting us know what we are doing well, as well as where we can improve, our programs can become more effective!

8. What do you appreciate MOST about First Class Pre-K?
9. What specific effects/benefits has this program had on the children in your classroom, pre-k facility, local community?
10. What is the most challenging task in providing First Class Pre-K?

APPENDIX JJ
Alabama Pre-Kindergarten Program
Ages and Stages Questionnaires

(See Inserts)

APPENDIX KK
Alabama Pre-Kindergarten Program
New Student Checklist

_____ Child Demographic (*added on-line*)

_____ Annual Student Health Screening Form (*add on-line and mail*)

_____ Physical Examination Form (*add on-line and mail*)

_____ TANF Form (*add on-line and mail*)

_____ Pre-LELA (*mail*)

_____ Developmental Checklist (*to be checked on-site*)

_____ Parent Contract (*signed; mail*)

_____ Pre-K Code of Behavior (*keep on-site*)

_____ Child Demographic (*add on-line*)

APPENDIX LL

Alabama Pre-Kindergarten Program
Compilation of Parent Enrichment/Volunteer Hours

Program Name: _____ County: _____
 Contact Person: _____ Telephone Number: _____

NAME OF PARENT/ Name of Child	# hrs.										
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar	April	May	
1.	/	/	/	/	/	/	/	/	/	/	/
2.	/	/	/	/	/	/	/	/	/	/	/
3.	/	/	/	/	/	/	/	/	/	/	/
4.	/	/	/	/	/	/	/	/	/	/	/
5.	/	/	/	/	/	/	/	/	/	/	/
6.	/	/	/	/	/	/	/	/	/	/	/
7.	/	/	/	/	/	/	/	/	/	/	/
8.	/	/	/	/	/	/	/	/	/	/	/
9.	/	/	/	/	/	/	/	/	/	/	/
10.	/	/	/	/	/	/	/	/	/	/	/
11.	/	/	/	/	/	/	/	/	/	/	/
12.	/	/	/	/	/	/	/	/	/	/	/
13.	/	/	/	/	/	/	/	/	/	/	/
14.	/	/	/	/	/	/	/	/	/	/	/
15.	/	/	/	/	/	/	/	/	/	/	/
16.	/	/	/	/	/	/	/	/	/	/	/
17.	/	/	/	/	/	/	/	/	/	/	/
18.	/	/	/	/	/	/	/	/	/	/	/
19.	/	/	/	/	/	/	/	/	/	/	/

APPENDIX MM
Alabama's Pre-Kindergarten Program

Alabama's Mandatory Child Abuse and Neglect Reporting Law

CODE OF ALABAMA
TITLE 26. INFANTS AND INCOMPETENTS.
CHAPTER 14. REPORTING OF CHILD ABUSE OR NEGLECT.

§ 26-14-1. Definitions.

For the purposes of this chapter, the following terms shall have the meanings respectively ascribed to them by this section:

(1) Abuse. Harm or threatened harm to a child's health or welfare. Harm or threatened harm to a child's health or welfare can occur through nonaccidental physical or mental injury, sexual abuse or attempted sexual abuse or sexual exploitation or attempted sexual exploitation. "Sexual abuse" includes the employment, use, persuasion, inducement, enticement, or coercion of any child to engage in, or having a child assist any other person to engage in any sexually explicit conduct or any simulation of the conduct for the purpose of producing any visual depiction of the conduct; or the rape, molestation, prostitution, or other form of sexual exploitation of children, or incest with children as those acts are defined by Alabama law. "Sexual exploitation" includes allowing, permitting, or encouraging a child to engage in prostitution and allowing, permitting, encouraging or engaging in the obscene or pornographic photographing, filming, or depicting of a child for commercial purposes.

(2) Neglect. Negligent treatment or maltreatment of a child, including the failure to provide adequate food, medical treatment, supervision, clothing, or shelter.

(3) Child. A person under the age of 18 years.

(4) Duly constituted authority. The chief of police of a municipality or municipality and county; or the sheriff, if the observation of child abuse or neglect is made in an unincorporated territory; or the Department of Human Resources; or any person, organization, corporation, group, or agency authorized and designated by the Department of Human Resources to receive reports of child abuse and neglect; provided, that a "duly constituted authority" shall not include an agency involved in

the acts or omissions of the reported child abuse or neglect.

§ 26-14-2. Purpose of chapter.

In order to protect children whose health and welfare may be adversely affected through abuse and neglect, the legislature hereby provides for the reporting of such cases to the appropriate authorities. It is the intent of the legislature that, as a result of such efforts, and through the cooperation of state, county, local agencies and divisions of government, protective services shall be made available in an effort to prevent further abuses and neglect, to safeguard and enforce the general welfare of such children, and to encourage cooperation among the states in dealing with the problems of child abuse.

§ 26-14-3. Mandatory reporting.

(a) All hospitals, clinics, sanitariums, doctors, physicians, surgeons, medical examiners, coroners, dentists, osteopaths, optometrists, chiropractors, podiatrists, nurses, school teachers and officials, peace officers, law enforcement officials, pharmacists, social workers, day care workers or employees, mental health professionals, members of the clergy as defined in Rule 505 of the Alabama Rules of Evidence, or any other person called upon to render aid or medical assistance to any child, when the child is known or suspected to be a victim of child abuse or neglect, shall be required to report, or cause a report to be made of the same, orally, either by telephone or direct communication immediately, followed by a written report, to a duly constituted authority.

(b) When an initial report is made to a law enforcement official, the official subsequently shall inform the Department of Human Resources of the report so that the department can carry out its responsibility to provide protective services when deemed appropriate to the respective child or children.

APPENDIX MM
Alabama's Pre-Kindergarten Program

Alabama's Mandatory Child Abuse and Neglect Reporting Law

(c) When the Department of Human Resources receives initial reports of suspected abuse or neglect involving discipline or corporal punishment committed in a public or private school or suspected abuse or neglect in a state-operated child residential facility, the Department of Human Resources shall transmit a copy of school reports to the law enforcement agency and residential facility reports to the law enforcement agency and the operating state agency which shall conduct the investigation. When the investigation is completed, a written report of the completed investigation shall contain the information required by the State Department of Human Resources which shall be submitted by the law enforcement agency or the state agency to the county department of human resources for entry into the state's central registry.

(d) Nothing in this chapter shall preclude interagency agreements between departments of human resources, law enforcement, and other state agencies on procedures for investigating reports of suspected child abuse and neglect to provide for departments of human resources to assist law enforcement and other state agencies in these investigations.

(e) Any provision of this section to the contrary notwithstanding, if any agency or authority investigates any report pursuant to this section and the report does not result in a conviction, the agency or authority shall expunge any record of the information or report and any data developed from the record.

(f) Subsection (a) to the contrary notwithstanding, a member of the clergy shall not be required to report information gained solely in a confidential communication privileged pursuant to Rule 505 of the Alabama Rules of Evidence which communication shall continue to be privileged as provided by law.

§ 26-14-5. Contents of reports.

The reports provided for in this chapter shall state, if known, the name of the child, his whereabouts, the names and addresses of the parents, guardian

or caretaker and the character and extent of his injuries. The written report shall also contain, if known, any evidence of previous injuries to said child and any other pertinent information which might establish the cause of such injury or injuries, and the identity of the person or persons responsible for the same.

§ 26-14-6. Temporary protective custody.

A police officer, a law enforcement official or a designated employee of the State or County Department of Human Resources may take a child into protective custody, or any person in charge of a hospital or similar institution or any physician treating a child may keep that child in his custody, without the consent of the parent or guardian, whether or not additional medical treatment is required, if the circumstances or conditions of the child are such that continuing in his place of residence or in the care and custody of the parent, guardian, custodian or other person responsible for the child's care presents an imminent danger to that child's life or health. However, such official shall immediately notify the court having jurisdiction over juveniles of such actions in taking the child into protective custody; provided, that such custody shall not exceed 72 hours and that a court of competent jurisdiction and the Department of Human Resources shall be notified immediately in order that child-protective proceedings may be initiated. During such period of temporary custody, the director of the county department of human resources may give or cause to be given effective consent for medical, dental, health and hospital services for any abused or neglected child.

§ 26-14-6.1. Duties and responsibilities for investigation of reports.

The duty and responsibility for the investigation of reports of suspected child abuse or neglect shall be as follows:

(1) Reports of suspected child abuse or neglect involving disciplinary or corporal punishment committed in a public or private school or

APPENDIX MM
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Alabama's Mandatory Child Abuse and Neglect Reporting Law

kindergarten shall be investigated by law enforcement agencies.

(2) Reports of suspected child abuse or neglect committed in a state-operated child residential facility shall be investigated by law enforcement agencies.

(3) All other reports of suspected child abuse and neglect shall be investigated by the Department of Human Resources.

§ 26-14-7. Duties of Department of Human Resources.

(a) The State or County Department of Human Resources shall make a thorough investigation promptly upon either the oral or written report. The primary purpose of such an investigation shall be the protection of the child.

(b) The investigation, to the extent that is reasonably possible, shall include:

(1) The nature, extent and cause of the child abuse or neglect;

(2) The identity of the person responsible therefor;

(3) The names and conditions of other children in the home;

(4) An evaluation of the parents or person responsible for the care of the child;

(5) The home environment and the relationship of the child or children to the parents or other persons responsible for their care; and

(6) All other data deemed pertinent.

(c) The investigation may include a visit to the child's home, an interview with the subject child, and may include a physical, psychological or psychiatric examination of any child or children in that home. If the admission to the home, school or any other place that the child may be, or permission of the parent or other persons responsible for the child or children, for the physical, psychological or psychiatric examination, cannot be obtained, then a court of competent jurisdiction, upon cause shown, shall order the parents or persons responsible and in charge of any place where the child may be to allow the interview, examinations and investigation. If,

before the examination is complete, the opinion of the investigators is that immediate removal is necessary to protect a child or children from further abuse or neglect, a court of competent jurisdiction, on petition by the investigators and with good cause being shown, shall issue an order for temporary removal and custody.

(d) The county department of human resources shall make a complete written report of the investigation, together with its recommendations. Such reports may be made available to the appropriate court, the district attorney and the appropriate law enforcement agency upon request. The county department of human resources shall make a written report or case summary, together with services offered and accepted to the state's central registry on forms supplied by the registry for that purpose.

§ 26-14-7.1. Due process rights for persons under investigation by department.

Any person who comes under investigation by the Department of Human Resources for the abuse or neglect of a child or children and who is employed by, serves as a volunteer for, holds a license or certificate for, or is connected with any facility, agency, or home which cares for and controls any children and which is licensed, approved, or certified by the state, operated as a state facility, or any public, private, or religious facility or agency that may be exempt from licensing procedures shall be granted the following due process rights by the Department of Human Resources:

(1) The department shall notify the alleged perpetrator that an investigation has commenced against him after such investigation has officially begun in accordance with written policies established by the Department of Human Resources. The notice shall be in writing and shall state the name of the child or children allegedly abused, the date or dates that the alleged abuse is thought to have occurred, and the substance of the person's actions which are alleged to be abusive. The department shall establish and maintain written policies outlining the specifics of such

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notification and other policies deemed necessary and prudent by the department to inform the alleged perpetrator of his rights and the procedures utilized by the department involving child abuse and neglect investigations.

(2) If the department conducts an investigation relating to child abuse/neglect, the alleged perpetrator shall be notified of the investigator's conclusions.

(3) If the department's investigators conclude that child abuse/neglect is indicated, an investigative hearing may be held to confirm or reject the investigators' conclusions.

(4) The alleged perpetrator shall be given ten departmental working days from the receipt of the notification of the investigator's conclusions to request a hearing, and such request must be in writing. If no such request is received in the department's office within ten departmental working days, the alleged perpetrator's opportunity for a hearing shall be considered waived by the department.

(5) The employer of an alleged perpetrator shall not be notified of the investigator's conclusions prior to a hearing or its waiver unless, in the opinion of the department's investigators, a child is in danger of abuse or neglect; in such case, any person in a position to discover, prevent or protect the child from his abuse or neglect may be informed of information gathered in the investigation prior to a requested investigative hearing for the alleged perpetrator.

(6) The alleged perpetrator shall be notified of the date, time, and place of any investigative hearing. Such hearing shall not be open to the public.

(7) The alleged perpetrator shall have the following rights at any departmental investigative hearing:

- a. The right to present his case himself or be represented by legal counsel or any other person.
- b. The right to present written evidence, oral testimony, and witnesses.
- c. The right to be provided by the department a short and plain written statement of the matters asserted which will be presented at the hearing.

d. The right to review and copy at cost any written or recorded statement made by the alleged perpetrator to departmental personnel in the course of the child abuse/neglect investigation. This request must be made prior to the date for the hearing.

e. The right to review and copy at cost, before or during the hearing, the written material and other evidence in possession of the department which will be placed into evidence at the hearing.

f. The right to inspect any exculpatory evidence which may be in the possession of departmental investigators, and the right to be informed of such evidence if known by departmental investigators before the hearing; provided, that a request for such evidence is made at least five working days prior to the date set for the hearing.

g. The right to review and copy at cost all non-confidential department documents pertinent to the case, including written policies and rights.

h. The right to cross-examine witnesses testifying at the hearing.

i. The right to request issuance of subpoenas to witnesses and compel attendance. This request must be received no later than ten calendar days prior to the hearing, unless a shorter time is agreed upon by the hearing officer.

j. The right to review and copy at cost all documents in the official hearing file maintained by the hearing officer.

k. The right to have a hearing officer appointed who shall be disinterested, fair, and impartial.

(8) The Department of Human Resources or its investigative hearing officers shall have the power and authority to issue subpoenas to compel attendance by and production of documents from any witness. Subpoenas may be served in the same manner as subpoenas issued out of any circuit court. Where any witness has been summoned by the Department of Human Resources, its commissioner or any of his agents, and said witness refuses to appear, testify, or produce records or documents as requested; then any circuit court in this state, or any judge thereof, on application, may issue an attachment for such

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person and compel him to comply with such order and the court or judge shall have power to punish for contempt in cases of disobedience of such order.

(9) The Department of Human Resources shall establish policies and written guidelines for the conduct and procedures involved in an investigative hearing. At such hearing, the fact that there was a finding by a juvenile court judge or by a criminal court that child abuse or neglect has occurred shall be presumptive evidence that the report should be marked indicated.

(10) The hearing officer shall notify the alleged perpetrator in writing of the hearing officer's decision.

(11) Results of investigative hearings:

a. If the hearing officer concludes that child abuse and/or neglect is "indicated," such findings and evidence shall be filed with the appropriate district attorney and other law enforcement officials which the department may deem necessary.

b. The alleged perpetrator's employer or licensing/certifying agency or group may also be notified of the "indicated" findings. Such notification shall be marked "Confidential" and "To Be Used Only For The Purpose Of Discovery Or Preventing Child Abuse." The department shall establish written policies for notification of employers, prospective employers and licensing/certifying agencies or groups.

§ 26-14-7.2. Child denied medical treatment due to parents' religious beliefs.

(a) When an investigation of child abuse or neglect by the Department of Human Resources determines that a parent or legal guardian legitimately practicing his or her religious beliefs has not provided specific medical treatment for a child, the parent or legal guardian shall not be considered a negligent parent or guardian for that reason alone. This exception shall not preclude a court from ordering that medical services be provided to the child when the child's health requires it.

(b) The department may, in any case, pursue any legal remedies, including the initiation of legal proceedings in a court of competent jurisdiction, as may be necessary to provide medical care or treatment for a child when the care or treatment is necessary to prevent or remedy serious harm to the child, or to prevent the withholding of medically indicated treatments from disabled infants with life-threatening conditions. Upon application by the department, the court may issue prelitigation or pretrial discovery orders for persons, medical records, and other documents or materials.

§ 26-14-8. Statewide central registry.

(a) For the purposes of this section, the following words shall have the following meanings, respectively:

(1) Indicated. When credible evidence and professional judgment substantiates that an alleged perpetrator is responsible for child abuse or neglect.

(2) Not indicated. When credible evidence and professional judgment does not substantiate that an alleged perpetrator is responsible for child abuse or neglect.

(b) The Department of Human Resources shall establish a statewide central registry for reports of child abuse and neglect made pursuant to this chapter. The central registry shall contain, but shall not be limited to:

(1) All information in the written report;

(2) Record of the final disposition of the report, including services offered and services accepted;

(3) The names and identifying data, dates and circumstances of any persons requesting or receiving information from the registry; provided, however, that requests for information and responses where no report exists may be destroyed after three years from the date of the request;

(4) The plan for rehabilitative treatment; and

(5) Any other information which might be helpful in furthering the purposes of this chapter.

(c) The Department of Human Resources shall establish and enforce reasonable rules and regulations governing the custody, use and

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preservation of the reports and records of child abuse and neglect. Child abuse and neglect reports and records shall be limited to the purposes for which they are furnished and by the provisions of law under which they may be furnished. The reports and records of child abuse and neglect and related information or testimony shall be confidential, and shall not be used or disclosed for any purposes other than:

- (1) To permit their use to prevent or to discover abuse or neglect of children through the information contained therein, except reports or records in cases determined to be "not indicated" shall not be used or disclosed for purposes of employment or other background checks; or
 - (2) For investigation of child abuse or neglect by the police or other law enforcement agency; or
 - (3) For use by a grand jury upon its determination that access to such reports and records is necessary in the conduct of its official business; or
 - (4) For use by a court where it finds that such information is necessary for the determination of an issue before the court; or
 - (5) For use by any person engaged in bona fide research who is authorized to have access to such information by the Commissioner of the Department of Human Resources; or
 - (6) For use by any person authorized by a court to act as a representative for an abused or neglected child who is the subject of a report; or
 - (7) For use by a physician who has before him a child whom he reasonably suspects may be abused or neglected; or
 - (8) For use by an attorney or guardian ad litem in representing or defending a child or its parents or guardians in a court proceeding related to abuse or neglect of said child; or
 - (9) For use by federal, state, or local governmental entities, social service agencies of another state, or any agent of such entities, having a need for the information in order to carry out their responsibilities under law to protect children from abuse and neglect; or
 - (10) For use by child abuse citizen review or quality assurance or multidisciplinary review panels; or
 - (11) For use by child fatality review panels; or
 - (12) For public disclosure of the findings or information about the case of child abuse or neglect which has resulted in a child fatality or near fatality; the term "near fatality" means an act that, as certified by a physician, places the child in serious or critical condition. Information identifying by name persons other than the victim shall not be disclosed.
- (d) The names of persons or information in the investigative report placed on the state's central registry which may be made available to the alleged perpetrator's employer, prospective employer, or others are those cases that the Department of Human Resources or the investigative hearing officer has determined child abuse or neglect to be indicated.
 - (e) In the case of any child abuse or neglect investigation which is determined to be "not indicated," the alleged perpetrator may request after five years from the completion of the investigation that his or her name be expunged from the central registry so long as the Department of Human Resources has received no further reports concerning the alleged perpetrator during said five years, at which time the department shall expunge said name.
 - (f) Nothing in this section shall be construed as restricting the ability of a department to refuse to disclose identifying information concerning the individual initiating a report or complaint alleging suspected instances of child abuse or neglect, except that the department may not refuse such a disclosure in cases in which a court orders such disclosure after the court has reviewed, in camera, the record of the department related to the report or complaint and has determined that it has reason to believe that the person making the report knowingly made a false report.
 - (g) Any person receiving reports or records of child abuse or neglect or related information under this section shall maintain the confidentiality of the documents and information and not disclose it except as authorized by law.
 - (h) Any violation of the provision of confidentiality shall be a Class A misdemeanor.

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§ 26-14-9. Immunity from liability for actions under chapter.

Any person, firm, corporation or official, including members of a multidisciplinary child protection team, quality assurance team, child death review team, or other authorized case review team or panel, by whatever designation, participating in the making of a good faith report in an investigation or case review authorized under this chapter or other law or department practice or in the removal of a child pursuant to this chapter, or participating in a judicial proceeding resulting therefrom, shall, in so doing, be immune from any liability, civil or criminal, that might otherwise be incurred or imposed.

§ 26-14-10. Doctrine of privileged communications not grounds for exclusion of evidence as to child's injuries.

The doctrine of privileged communication, with the exception of the attorney-client privilege, shall not be a ground for excluding any evidence regarding a child's injuries or the cause thereof in any judicial proceeding resulting from a report pursuant to this chapter.

§ 26-14-11. Appointment of attorney to represent child.

In every case involving an abused or neglected child which results in a judicial proceeding, an attorney shall be appointed to represent the child in such proceedings. Such attorney will represent the rights, interests, welfare and well-being of the child, and serve as guardian ad litem for said child.

§ 26-14-12. Establishment of regulations by department of human resources.

The State Department of Human Resources may establish such regulations as may be necessary to implement this chapter and to encourage cooperation with other states in exchanging reports to effect a national registration system.

§ 26-14-13. Penalty for failure to make required report.

Any person who shall knowingly fail to make the report required by this chapter shall be guilty of a misdemeanor and shall be punished by a sentence of not more than six months' imprisonment or a fine of not more than \$500.00.

APPENDIX NN
Alabama's Pre-Kindergarten Program
LELA Form

Pre-Test

Program Name: _____

County: _____

**Language and Emerging Literacy Assessment
Score Sheet
Developed by JCCEO Head Start**

Child's Name _____

Assessor _____

Date _____

Book Knowledge

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. picture first word
other word no response
6. Yes No
7. Yes No
8. Yes No
9. Yes No

Expressive Language

1. Beginning Yes No
2. Setting Yes No
3. Characters Yes No
4. Sequence Yes No
5. Ending Yes No

Title of Book:

Beginning Sounds

1. Correct Incorrect
2. Correct Incorrect
3. Correct Incorrect
4. Correct Incorrect
5. Correct Incorrect
6. Correct Incorrect
7. Correct Incorrect
8. Correct Incorrect

Phonemic Awareness

1. Yes No
2. Yes No
3. Yes No
4. Yes No

Rhyming Words

1. Correct Incorrect
2. Correct Incorrect
3. Correct Incorrect
4. Correct Incorrect

Post-Test

Program Name: _____

County: _____

**Language and Emerging Literacy Assessment
Score Sheet
Developed by JCCEO Head Start**

Child's Name _____

Assessor _____

Date _____

Book Knowledge

- 1. Yes No
- 2. Yes No
- 3. Yes No
- 4. Yes No
- 5. picture first word
other word no response
- 6. Yes No
- 7. Yes No
- 8. Yes No
- 9. Yes No

Beginning Sounds

- 1. Correct Incorrect
- 2. Correct Incorrect
- 3. Correct Incorrect
- 4. Correct Incorrect
- 5. Correct Incorrect
- 6. Correct Incorrect
- 7. Correct Incorrect
- 8. Correct Incorrect

Expressive Language

- 1. Beginning Yes No
- 2. Setting Yes No
- 3. Characters Yes No
- 4. Sequence Yes No
- 5. Ending Yes No

Phonemic Awareness

- 1. Yes No
- 2. Yes No
- 3. Yes No
- 4. Yes No

Rhyming Words

- 1. Correct Incorrect
- 2. Correct Incorrect
- 3. Correct Incorrect
- 4. Correct Incorrect

Title of Book:

APPENDIX OO
Alabama's Pre-Kindergarten Program
Referral for Evaluation Form

Referral was made by:
 Phone
 Mail
 Conference
 on _____ (date).

REFERRAL FOR EVALUATION

STUDENT INFORMATION	
Student's Complete Legal Name: _____	
Student ID Number: _____	Sex: _____ Grade: _____ Race: _____
Date of Birth: _____	School/Service Provider: _____
Parent's Name(s): _____	
Address: _____	Home Phone: _____
	Work Phone (Mother): _____
Primary Language in Home: _____	Work Phone (Father): _____
Person Referring: _____	Position: _____
Reason for Referral (List specific concerns): _____ _____	
The referral is based on concerns checked below and/or continuing concerns following interventions:	
INSTRUCTIONAL CONCERNS	BEHAVIORAL CONCERNS
<input type="checkbox"/> Poor progress acquiring pre-literacy skills <input type="checkbox"/> Poor progress acquiring basic reading skills <input type="checkbox"/> Poor progress acquiring pre-numeracy skills <input type="checkbox"/> Poor progress acquiring basic math skills <input type="checkbox"/> Difficulty in spelling <input type="checkbox"/> Difficulty producing written work <input type="checkbox"/> Few appropriate cognitive learning strategies <input type="checkbox"/> Poor progress acquiring communication skills <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> Other _____ <input type="checkbox"/> None _____	<input type="checkbox"/> Poor attention and concentration <input type="checkbox"/> Noncompliance with teacher directives <input type="checkbox"/> Excessively high/low activity level <input type="checkbox"/> Difficulty following directions <input type="checkbox"/> Easily frustrated <input type="checkbox"/> Extreme mood swings <input type="checkbox"/> Difficulty working with peers <input type="checkbox"/> Difficulty staying on task <input type="checkbox"/> Limited adaptive behavioral skills <input type="checkbox"/> Inappropriate social interaction skills <input type="checkbox"/> Other _____ <input type="checkbox"/> None _____
MEDICAL INFORMATION	
1. Does the student exhibit any signs of health, orthopedic, or medical problems? If yes, [] Yes [] No what? _____	
2. Does this student exhibit any behaviors in the classroom which might indicate vision or hearing problems? If yes, what? [] Yes [] No _____	
3. Does student currently wear glasses?	[] Yes [] No
4. Does student currently wear a hearing aid?	[] Yes [] No
5. Is the student receiving any medication at school and/or at home? If yes, what? _____	[] Yes [] No
6. Does this student currently use an assistive technology device? If yes, what? _____	[] Yes [] No

HISTORICAL INFORMATION

Have the following been considered?

- 1. Latest report card. Yes No NA
- 2. Cumulative records containing grades and attendance. Yes No NA
- 3. Current work samples. Yes No NA
- 4. Current interventions and supporting documentation. Yes No NA
- 5. Relevant information.* Yes No NA
- 6. Relevant evaluations including state assessment results (e.g., *Pre-Graduation Exam, Stanford Achievement Test*). Yes No NA
- 7. Student's grades have:
 - Improved each year
 - Stayed about the same each year
 - Declined each year
 - Dropped suddenly
 - Data not available
- 8. Student's grades in the indicated area(s) of concern are:
 - Above Average
 - Average
 - Below Average
 - Data not available
- 9. Compared to last year, this student has been absent: More Less About the same NA
- 10. Out of _____ school days for year to date, the student has been:
 - Absent _____ days
 - Tardy _____ times
 - Checked out _____ times
 - Failing to attend class(es) _____ times
- 11. Has this student ever repeated a grade? If yes, which one(s)/how many times? _____ Yes No NA
- 12. Has this student been suspended or expelled for disciplinary reasons during the current school year? If yes, explain. _____ Yes No NA
- 13. Has this student been previously referred for special education services? If yes, note previous referral date: _____ Yes No NA
- 14. Did this student qualify for special education services? Yes No NA
- 15. Has the student received other services such as, Title I, Migrant, 504, ESL, etc.? If yes, which ones _____ Yes No NA

*** OTHER RELEVANT INFORMATION (FROM PARENT/SCHOOL/OTHER AGENCIES)**

ENVIRONMENTAL, CULTURAL, AND/OR ECONOMIC CONCERNS

Use this checklist:

- (1) To determine factors impacting on a student's learning and therefore excluding him/her from being identified as a student with a disability.
- (2) To determine whether or not a student needs to be administered a non-traditional intelligence test if there are environmental, language, cultural, and/or economic concerns checked.
- (3) To consider if there has been a lack of appropriate instruction in reading and/or math.

Check each that applies to student.

ENVIRONMENTAL CONCERNS

- Limited experiential background.
- Irregular attendance (for reasons other than verified personal illness).
- Transience in school years.
- Home responsibilities interfering with learning activities.

LANGUAGE CONCERNS

- Lack of proficiency in any language (a discrepancy of two or more grade levels or years between the student's grade level or age in language and ability).
- Nonstandard English constituting a barrier to learning (only a foreign language or nonstandard English spoken at home, the language of the home exhibits strong dialectal differences).
- Limited opportunity to acquire depth in English (English not spoken in the home, transience due to migrant employment of family, dialectal differences acting as a barrier to learning).

CULTURAL CONCERNS

- Limited cultural experiences (student does not participate in community activities).

ECONOMIC CONCERNS

- The student qualifies for Federal Programs enrollment (e.g., Title I, Migrant, Even Start, Homeless, other).
- Limited participation in supplemental organized learning opportunities, e.g., preschool, Head Start, after school programs.

- NONE OF THE ABOVE APPLY.**

FOR IEP TEAM USE ONLY

1. Does the data support that the reason for referral has a direct impact on the student's educational performance, or for a preschool child, participation in age appropriate activities? Yes No
2. Does the data support the severity of the reason for referral? Yes No
3. Does the data support the duration of the reason for referral? Yes No
4. Does the data support the valid implementation of intervention(s) for the referral concern(s)? (e.g., appropriate target behavior, relationship of intervention to target behavior, duration of intervention, integrity of implementation, data collection procedures) Yes No NA
5. Does the data support the ineffectiveness of the intervention(s) for the referral concern(s)?
 Yes No NA
6. Does the data include multiple sources of information about the reason for referral? Yes No

IEP TEAM RECOMMENDATIONS

- ACCEPTED FOR EVALUATION.** Education agency must obtain a signed *Notice and Consent for Initial Evaluation* prior to conducting the evaluation.
- NOT ACCEPTED FOR EVALUATION.** Education agency must provide the parent with *Notice of Intent Regarding Special Education Services*.

POSITION	IEP TEAM MEMBER'S SIGNATURE	DATE
<u>Parent</u>	_____	_____
<u>Parent</u>	_____	_____
<u>LEA Representative</u>	_____	_____
<u>Special Education Teacher</u>	_____	_____
<u>General Education Teacher</u>	_____	_____
_____	_____	_____
_____	_____	_____